

# Module 6: Professional Development of Staff

## Skill Sets and Competencies

### Skill Sets

- Skill Set 1:** Ability to identify the learning needs of individual staff and the unit as a whole
- Skill Set 2:** Ability to enhance staff members' readiness to learn
- Skill Set 3:** Ability to create and sustain a constructive learning environment in the organization
- Skill Set 4:** Ability to develop individual staff development plans as a component of an overall performance evaluation or performance improvement plan
- Skill Set 5:** Ability to use educational supervision strategies to enhance job performance

### Competencies

- Skill Set 1:** Ability to identify the learning needs of individual staff and the unit as a whole
1. Aware of the importance of using performance data from a variety of sources to identify and assess staff and unit performance strengths and deficits
  2. Knows what types of performance data should be collected from what sources to identify performance gaps
  3. Knows what competencies are and how they are derived
  4. Knows how competencies are used to assess individual learning needs and to develop relevant learning activities
  5. Understands the difference between competencies and behavioral indicators of performance

6. Understands the importance of involving staff in the assessment of their own learning needs and in developing a plan to meet these needs
7. Knows how and when to implement a training needs assessment and performance appraisal to provide data for an individual development plan

**Skill Set 2:** Ability to enhance staff members' readiness to learn

8. Knows that adults learn only what they feel a need to learn
9. Knows the factors that enhance individuals' interest in and willingness to learn
10. Knows factors that impede individuals' readiness to learn
11. Understands that effective learning and training is an ongoing process throughout an employee's job tenure
12. Understands how lack of preparation for a learning activity can impede the learning process
13. Understands the sources of employee discomfort or resistance to needs assessment and to making a commitment to training
14. Knows how to link new learning to mission-critical job tasks to increase both readiness to learn and the relevance of learning activities

**Skill Set 3:** Ability to create and sustain a constructive learning environment in the organization

15. Is aware that environmental constraints have a profound impact on individuals' ability to learn
16. Recognizes the need for strong supervisory and administrative support to sustain a positive learning environment in the agency
17. Knows the qualities of a positive learning environment and the necessary conditions to achieve it
18. Knows the environmental factors and organizational barriers that inhibit learning
19. Understands how previous learning experiences can affect staff' perceptions about future learning experiences

20. Understands the supervisor's role and responsibilities in creating and supporting a learning environment
21. Knows strategies to establish a learning environment in the agency and unit

**Skill Set 4:** Ability to develop individual staff development plans as a component of an overall performance evaluation or performance improvement plan

22. Aware of the variety of individual learning styles and ways of approaching the learning process
23. Knows the importance of engaging and fully involving staff in developing their own learning plans
24. Knows the necessary components of a comprehensive individual development plan
25. Knows the characteristics of various learning styles and the approaches to learning that typify them
26. Knows supervisory strategies best suited to supporting different learning styles
27. Knows the stages and characteristics of the various levels of learning in a comprehensive skill development process
28. Knows the types of training interventions that promote development at the different levels of learning
29. Understands how an individual's staff development plan fits within a larger performance evaluation or performance improvement plan
30. Knows strategies to engage staff in dialogue about their learning needs, goals and objectives, and in selecting training strategies to achieve these objectives
31. Knows the strengths and limitations of various learning strategies, including formal workshop training, on-the-job training, coaching, mentoring, self-study, reading, computer-based learning and shadowing

**Skill Set #5:** Ability to use educational supervision strategies to enhance job performance

32. Aware of the importance of providing educational supervision to promote organizational effectiveness, and of demonstrating sincere interest in developing supervisees' knowledge and skill

33. Recognizes the supervisor's responsibility to provide educational supervision and to promote transfer of learning from training to the job
34. Knows principles of adult learning and how they are applied to educational supervision and on-the-job training
35. Knows the sequence of steps in coaching and on-the-job training
36. Knows the factors that promote the successful transfer of newly-acquired skills from training to the job
37. Understands the unique role of a coach and the nature of the relationship between a coach and the person being coached
38. Knows strategies to help employees remain invested in carrying out their individual learning plans
39. Knows how to prepare staff with different learning styles for participation in training and to enhance their readiness to learn
40. Knows how to implement training, feedback and coaching strategies appropriate for each level of worker development
41. Knows how to recognize potential learning opportunities in day-to-day activities and to utilize "teachable moments" with staff